

School and Community

Vol. XIX

MARCH, 1933.

No. 3

The Teacher's Motherhood

YEARS WITH the children; how swiftly they fly!
No child of my own, yet I do not sigh.

For do I not know a mother's one theme,
And can I not make his progress *my* dream?
And, if in her child, she sees naught of gain,
Can I not reverse it and feel it *my* pain?

And, when in my work, I stand at his side
Should I not, with mother, experience pride
In viewing the stature that now is his own—
The stature of knowledge, to which he has grown?

Grown into knowledge that speaks of great power;
Grown into strength he will need every hour;
Grown into wisdom—choosing the right,
Ambition set high, his soul's eye a-light.

'Tis mother's joy, fully, I feel as they pass—
The years—that I give to the lad and the lass;
For this is the vision that God gave to me,
That in each child I teach MY child I might see.

—ELLA A. KOCH.



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XIX

MARCH, 1933.

No. 3

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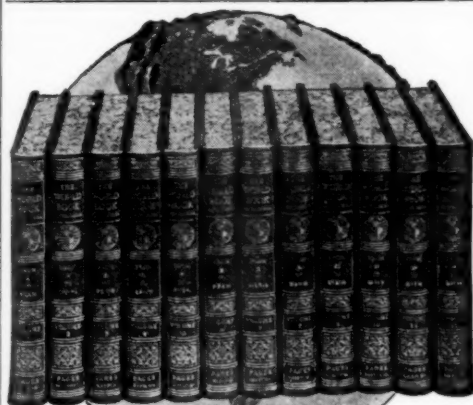
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EDITORIALS

LET US NOT be deceived by unanalyzed figures and isolated facts regarding educational expenditures. Enemies of education are quick to

FALLACIOUS FIGURES

take advantage of panicky conditions and are not slow in amassing figures to frighten the public away from its devotion to and belief in education. President Frank in his Minneapolis address pointed out the fact that figures from the National Industrial Conference Board showed that in 1928 about 11% of the national income went into taxes, whereas in 1932 it was estimated that 33% of income was absorbed by taxes. He said "There are those who would have us believe that this dramatic rise . . . is due solely to an unintelligent and unjustified, a wasteful and worthless development of public services of organized government." The factor that has lifted this ratio of taxes to income is obviously the drop in income and not an increase in expenditures. It would be as logical to suppose that grocery bills had increased on the ground that thousands of families are spending a larger percentage of their incomes for this purpose than they did in 1928. You will find no difficulty in locating families which in 1928 were spending only 25% of income for groceries and who are now spending more than 100% for that purpose, though in fact they are spending far less in actual dollars.

There are those who will shout to you about the increased portion of income that is being spent for educa-

tion. Things are relative. The question is not a question of proportionate spending at all; it is a question of fundamental values. We will not let bodies starve even if a larger portion of income must be spent for food. Neither should we let minds be dwarfed and posterity be made permanently poor simply because schools cost a larger part of income than previously.

TEACHING along with other professions in their primary stage of development, at least, is a self-sacrificing profession. The difference

HEAVY RESPONSIBILITY OF TEACHERS

being that teaching has kept for the most part that self-sacrificing spirit while certain other professions have developed the spirit of selfish personal gain. The times have forced all professions back toward unselfish service, the original reason for their existence. Physicians are nobly serving without much prospect of personal gain; clergy find their burdens increased but are realizing increased satisfactions in their self-sacrificial service; even lawyers, the more ethical ones, are content to serve for less than all the amount involved.

No class has shown a greater spirit of self-sacrifice however than have the teachers. The instances of their teaching without pay have become so numerous that they cannot be enumerated. When the means for payment have been exhausted they have not said, "Close the schools, turn the chil-

dren out, let the public and the future be damned! We'll take a rest." They have, quite to the contrary, said: "Don't close the schools, we can help save civilization by continuing to work. We have wanted money, of course, to live on, to continue our education, to increase our efficiency, but if there is no money we will work as long as we can without money."

Such a spirit will kill selfish opposition to education quicker than volumes of argument.

This does not mean that teachers should not be and are not militant. It signifies a deep and enspiriting truth, namely that teachers sense the fundamental necessity of their service to mankind and are spiritually fit for the obligation they have assumed. The teaching profession, however, must take now even more than ever a determined stand against those who would for purely and narrowly selfish purposes use the depression to restore education to the special service of aristocratic nabobs who crave release from educational support and desire that schools be taken away from the rank and file in order that the children of the rich may enjoy a permanent and fundamental advantage over the children of the poor.

On every hand we hear the cry that educational opportunities should be restricted; that public schools should

drop back to the teaching of the three r's; that tuition in schools of higher learning should be increased, ostensibly for the purpose of reducing taxes. In reality these reasons spring from a desire to stratify American society. They emanate directly or indirectly from those, who having captured more than their part of the world's material wealth, now wish to secure their citadels by impoverishing the minds of the common people.

Let the profession stand foursquare for all the children of all the people and we need have little fear of the ultimate consequences.

We can afford to say and to continue to say: You may run the schools with fewer and cheaper dollars; but you dare not maintain them with fewer and poorer teachers. You may lower our salaries but do not attempt to lower our standards. Teachers have ever existed for the sake of children—they will continue for that reason.

This is the spirit of the Missouri teacher. It is this spirit militantly expressed and forcefully practiced that will clear our ranks of the few selfish shysters who have gotten into, and the others that are now seeking entrance into, the profession for the sole purpose of obtaining a meal ticket, and who will be the first to desert the ranks when better times offer better meals outside.

THE TEACHER is the child's other mother. In a pure state of nature the child would need no other teacher than its mother, but the economic demands upon the poor and the social demands upon the rich make a third party indispensable.

In the average home, there is a woeful lack of love—everybody is so busy! So the child is sent to school, and the other mother gives her mother-love, her patience and her tact to bring about a pleasurable animation—a condition the average parent can not evolve, and without which mental and spiritual growth is impossible.

From Elbert Hubbard's Scrapbook.

Self-Control

*It matters not how strait the gate,
How charged with punishment the scroll,
I am the master of my fate;
I am the captain of my soul.*

—W. E. HENLEY.

ONE OF the first lessons of life should be, else the last hard lesson must be, that of self-control. It must be learned early, or it will be taught late. For to those who have not learned it the whole world is trying to teach it ever with harder, rougher, more expensive methods.

I doubt if there be any more fundamental reason for the existence of parents and homes, teachers and schools, preachers and churches, than the teaching of this single trait of personality to children.

It may not be couched in orthodox or correctly technical terms, but the statement that man has two natures striving for dominion over him is not far from a practical every day fact that most of us are aware of. Self-control in its highest sense means putting one's self under the dominion of the higher one of these natures. As my preacher frequently puts it, it is "being loyal to the royal that is within you."

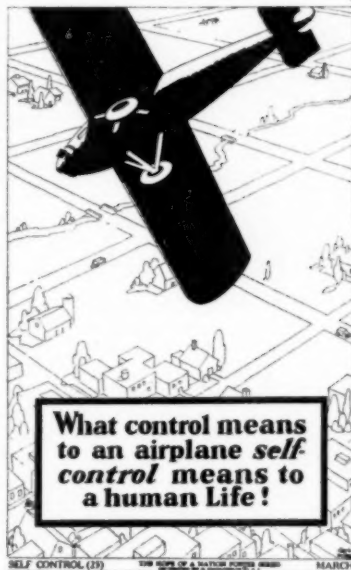
It was self-control that made the Great Teacher say "Get thee behind Me Satan," when that prince of our lower nature, by three flattering propositions, tried to turn Him from the royal that was within Him. It was

self-control which prompted General Lee to say to a life insurance company that offered him a flattering salary to become its nominal president, "My influence, sirs, is not for sale." Early in life, Lincoln had it when he said, "I will get ready, for my opportunity will come." It is what Coach Stagg has had these many years as coach in Chicago University, living a Christian life and teaching athletics always as a mere vehicle for the teaching of self-control—what a contrast in motives to that allegedly used by some less successful coaches! It's self-control which yet motivates this grand old man as he leaves Chicago Univer-

sity to "begin a career" in a school in the West.

Self-control is a full sister to self-respect. We care little about the control of things we deem of no importance. Self-control cannot be taught to people who have no self-respect. If a child sees no royalty in himself, he cannot be expected to display loyalty to himself.

Isn't it then our task to first see boys and girls in their full potentialities—to see the past ages that is rep-



resented in them; to see in them the unrealized ideals of liberty, brotherliness, happiness for which the poets, philosophers, sages, and statesmen have worked; to know that they in truth are the sum of all the past. Are we qualified, fully until we know that in the school children of today lie all that is to be; until we can envision to some degree at least the billions that will inherit these bodies, weak or strong; the myriads that will take from these their ideals, high or low; the multitudes that will determine our economic, social, moral and religious standards—good or bad—all down

the years that are to come.

When we see childhood in such a light no untrained teacher will be willing to remain a teacher untrained—no trained teacher will be willing to give less than her best to her work. With this vision she will not sit idly by and willingly see children made to pay the cost of wars, or suffer for the economic sins of the greedy rich. She will assert to people and to administrators, to legislators and to boards the rights of childhood. She will be controlled by the royal that is within her. *She will be competent to teach self-control.*

An Open Letter to School Boards

By Theo. W. H. Irion, President of the Missouri State Teachers Association.

AS PRESIDENT of the Missouri State Teachers Association, I consider it to be my duty to offer some helpful suggestions to the citizens of Missouri who are members of school boards. I shall give these concisely in the form of a numbered list of items as follows:

1. In this time of national trouble, we are experiencing an educational crisis. Do not under-estimate the importance of your position. Your decisions are capable of doing much good and also infinite harm, depending upon whether you are willing to devote time and thought to educational problems or whether you will form hasty judgments, seeking to do the temporarily expedient rather than the permanently correct thing.
2. Do not hesitate to confer with school authorities who are trained to solve educational problems. Trained school administrators can be of great service to you.
3. The children to be educated must constitute your first consideration. To educate our children poorly will only add to our national distress.
4. Be economical in your planning but do not attempt to make education cheap. A cheaply operated school

system is usually very expensive, for it frequently is not worth the little you are spending.

5. Do not plan to do all of your community saving by reducing that cost of education. The education of children and young people has a prior claim on all community expenditures.
6. You can not reduce local school taxes without hurting your schools, unless you can secure adequate state support. You can not expect the latter, however, unless the state creates new sources of income.
7. The key to the solution of your educational problems is the teacher. If you have good teachers, retain their services.
8. In employing new teachers, do not decide upon the cheapest candidate. Do not allow bidding for positions. Decide upon the maximum salary you can pay and then, with the help of your superintendent, secure the very best teacher for the money.
9. In selecting teachers, do not lower the standards on the basis of which you make your choice. Many excellently trained teachers are now available. It is bad enough to have to reduce teachers' salaries, but to reduce their

- training standards is educationally fatal. Also, a poorly prepared teacher is harmful and therefore exceedingly expensive no matter how low her salary.
10. Other things being equal, the teacher who has invested heavily in an extensive course of training is the better teacher.
 11. If, for the sake of economy, it becomes necessary to increase the teaching load of your teachers, release them from other community responsibilities. There is, after all, a limit to the physical endurance even of teachers.
 12. Do not hastily eliminate aspects of school work which thoughtless individuals speak of as frills. For example, every day there are millions of people trying to get some comfort and enjoyment out of life by listening to music. A well planned though not necessarily extensive musical training can increase musical enjoyment manifold. Yet music in our schools has been classed as an educational frill.
 13. Do not hesitate to adopt a forward outlook upon education. We are now apparently forced to make retrenchments rather than expansions. This, however, should not prevent our anticipating future educational demands. High School enrollments are apt to increase within the next two years, and the demand for Junior College work, especially in connection with some of the terminal courses, will grow. Let us plan how to meet the new needs.
 14. If ever an effective educational system was needed, it is now. It is truly remarkable how much may be accomplished even within limitations and restrictions. The task is more difficult than it was a few years ago. This, however, should not operate so as to produce a blurred educational vision, nor should we fail to enjoy the satisfactions growing out of real educational achievements.

DISTRIBUTION

D. W. C.

Wealth!
 Poverty!
 Wealth going to Florida!
 Poverty going cold, hungry, homeless!
 Wealth, satiated, knows no want—
 Poverty, emaciated, knows *but* want—
 Of necessities.
 Corn for fuel—
 Children hungry for bread!
 Paradox of the "panic of plenty!"
 Distribution—that's the question.

The machine?
 It's all right.
 It has more ergs and dynes
 And kilogram calories
 Than man.
 But the fruits of the machine:
 That's the question—
 Distribution!

The machine displaces labor?
 Labor, then, may tend it
 Four hours, one hour,
 Make flower gardens,
 Read a book—
 And play a little.
 But the fruits of the machine—
 Not to a few—
 To all.
 The solution?
 Distribution.

From the Minneapolis Convention OF THE NATIONAL DEP'T. OF SUPERINTENDENCE.

AS WAS TO BE expected the attendance was low—probably not over sixty percent of normal, but the plane of the program was high—serious, thoughtful—depressing in its stories of retrenchments, teacher sacrifices, and malicious enemy activities, but inspiring in that determination to carry on, to fight for the preservation of our educational heritage was everywhere in the forefront.

Missouri was present with a normal delegation. One hundred fifty foregathered on Monday at the Missouri Luncheon. The absence of California was notable. Not in more than a decade had that glorious and self-glorious state been so conspicuously absent. Many people from other parts of the country whom we had grown accustomed to meet at this convention were not to be found. Among Missourians present prominent on the program and in committees were—G. W. Diemer of Teachers College in Kansas City; Superintendent Henry J. Gerling of St. Louis; State Superintendent Chas. A. Lee of Jefferson City; and Assistant Superintendent F. M. Underwood of St. Louis.

Resolutions

Superintendent Henry J. Gerling was Chairman of the Resolutions Committee. The Resolutions adopted follow.

MET AT A TIME of economic depression, inclusive in its ramifications and disabling in its incidence, the Department of Superintendence, inspired by its faith in the vision and the will of our people, welcomes, in convention assembled, the opportunity of expressing its union with all likeminded citizens and organizations in the purpose of safeguarding our educational patrimony, and also, through rededicated loyalty to our schools, of investing it anew with the dignity of social stabilization and of human enlightenment.

We therefore resolve:

1. In a republic equal educational opportunity must be available to all as the essential safeguard of democracy as well as the inherent right of every individual. This principle is being so seriously attacked today that the American people should rise to an active protection of the schools. Together we need to join in vigorous insistence that this generation of children shall not be deprived of its only chance, and that

the culture and civilization which we have inherited and which we have developed shall not be impaired nor destroyed.

2. As the complexity of modern life has increased, the unequal distribution of wealth has been accentuated, leaving some communities much less able than others to provide an adequate educational program. Therefore we recommend a revision of our taxation system, a widening of the tax unit, a substantial increase in the proportion of educational expenditures borne by the state and by the Federal government, with such adjustments in such manner as to equalize educational opportunities throughout the state. This revision should provide for an equitable distribution of the burden to be borne by all citizens and should not interfere with the initiative of local communities in their efforts to support good schools.

3. We affirm the belief that just and equitable taxes based on ability to pay form the satisfactory means of financing public works of which education is one of the most important.

4. We recommend that the necessary legislation be enacted by the Congress of the United States to authorize loans for educational purposes to states and localities by the Reconstruction Finance Corporation.

5. The present crisis bears impressive testimony to the fact that greater emphasis should be placed on the social studies in the course recommended for the educational development of teachers in service, and in the curricula of colleges, teacher training institutions and of secondary and elementary schools. It calls also for the encouragement of all thoughtful persons to carry forward their education by such use as is possible of the schools, libraries and other educational facilities which society offers and our educational institutions maintain.

6. To carry out this obligation calls for a national council on social-economic planning as forecast by the President's Research Committee on Social Trends, and as cogently urged by the educators who memorialized the President-elect of the United States urging him to establish such a council.

7. When established such a national council should be fully representative of our total social life, including agriculture, labor, industrial management, medicine, engineering, law, education, welfare, et cetera. It should be constituted in such a way as to give assurance that everything that is done may be directed with an intelligent understanding of the larger social issues involved. Inasmuch as such a na-

tional council will serve inevitably as a powerful educative agency in the formation of public opinion, it should have all the safeguards which the other educative agencies have. Such a council we respectfully petition the President of the United States, in cooperation with the Congress, to bring into existence at the earliest possible time. This Department of Superintendence recommends to the Executive Committee that they appoint a committee to aid in securing the passage of the legislation necessary to establish such a council.

8. Among the probable and desirable steps likely to be taken in the reorganization of the Federal government, departments and agencies having to do with education should undoubtedly be coordinated and unified. To this end, we respectfully call to the attention of the President of the United States the report of the National Advisory Committee on Education with its significant data and recommendations. At the same time we commend most highly the present United States Office of Education and the recent advancement in its more efficient organization and management.

9. We commend the towns and cities which have so developed their secondary schools and vocational classes that vital courses are offered which have held in school-training millions of boys and girls who otherwise would be unemployed. We are disturbed that a great number of boys have left home in an aimless search for employment and we praise the interest of Congress in the tragic fate of these young men. If by Congressional action this group should come under the protection and care of the government, we urge the necessity that the program of activities arranged shall, except for housing and feeding, be intrusted to the National Office of Education.

10. We express our sincere gratitude to all faithful and friendly cooperating agencies which are striving to safeguard our public schools, and especially do we commend the forward looking program in support of public education set forth by the American Federation of Labor in its recent pronouncement at the Cincinnati meeting.

11. As social-economic problems today are world-wide, they must be solved on a world-wide basis. We therefore commend the program of the American and British delegations to the Disarmament Conference on the subject of Moral Disarmament. We heartily agree with them that the principles of pacific settlement of international disputes and of the renunciation of war as an instrument of national policy should be included in preparations for all governmental positions which may involve relations with other countries.

12. To President Herbert Hoover we are indebted for the recent conference on the Crisis in Education. Its recommendations together with the findings of the National

Survey of Schools, authorized by Congress in 1931, constitute an informing and steady influence of great service to the schools.

13. We recognize the inevitability of the schools sharing in the effects of the depression and the resultant need for the strictest economy. However, we deplore the apparent desire in some quarters to penalize the schools in comparison with other governmental functions. Every possible item of waste should be eliminated, but no indiscriminating sacrifices should be imposed.

14. This resolution was one of appreciation to officers, etc.

15. The following was offered from the floor and adopted:

We confirm our faith in such old-time educational virtue as seriousness and hard work. We retain our confidence in, and appreciate the work of those public-spirited men and women who serve without pay on our educational boards. We believe that the men and women in our legislative bodies who are charged with grave responsibility at this time are giving earnest and sympathetic consideration to the welfare of the children and that they recognize in them our country's greatest asset, and that their welfare is paramount to all other interests.

HENRY J. GERLING

Chairman—Resolutions Committee

EXCERPTS FROM NOTABLE ADDRESSES

EQUALITY OF OPPORTUNITY IN GOOD AND BAD TIMES

By Harry Charlesworth, General Secretary,
British Columbia Teachers Association, and
Vice-President, World Federation of
Educational Associations,
Vancouver, B. C.

SURELY THE financing of education should be on such a basis that it would not depend entirely on economic and financial fluctuations.

Its main programme should be such as can be given consistently at all times, thus ensuring equality of opportunity to all children, no matter whether it be their lot to be in school during good or bad times.

Why should school children of a depression period be handicapped throughout life? Their years at school are automatically determined by their date of birth.

Post-ponement may be made of public works, building of bridges, roads, etc., and recovery may be made by extra activities in prosperous times, but it is not possible to post-pone a child's education in the same way. It must be given to him during his school years, or not at all. Post-ponement means inevitable loss.

PRESIDENT COFFMAN SAYS "SERVICE AND SACRIFICE" ARE DOMINANT CHARACTERISTICS OF THE PROFESSION

FROM THE EARLIEST DAYS, teaching has been a self-denying profession. We shall not lose sight of that fact. Service and sacrifice has always been dominant characteristics of the teaching profession. They will continue to be dominant characteristics. The teachers of today who retain their sanity and idealism and who consequently lift their voices in the interests of children, will be regarded as the high priests of civilization tomorrow.

We should remember that we are pioneers once again on the outskirts of childhood and that we are laying the basis for a new civilization.

DR. DEWEY—"TEACHERS MUST ASSERT THEMSELVES"

LET ME SAY that one of the first steps to be taken practically in effecting a closer connection of education with actual social responsibilities is for teachers to assert themselves more directly about educational affairs and about the organization and conduct of the schools:—assert themselves I mean both in the internal conduct of the schools by introducing a greater amount of teacher responsibility in administration, and outside in relation to the public and community. The present dictation of policies for the schools by bankers and other outside pecuniary groups is more than harmful to the cause of education. It is also a pathetic and tragic commentary on the lack of social power possessed by the teaching profession. Teachers will not do much for the general settlement of social problems, outside of the indirect influence of academic discussion, until they have asserted themselves by taking an active share in the settlement of the educational problems which most directly concern teachers in their own local communities. Begin at home is again the lesson to be learned.

DR. BAGLEY TAKES A PUNCH AT THE PROGRESSIVES

I AM NOT PERSONALLY concerned with the practicability of our dominant American educational theory but I do challenge its validity as a theory when applied beyond the limits that I have already named. I make this challenge on the following grounds:

1. Its tenets regarding child-freedom are inconsistent with the plain biological implications of the greatly extended period of human immaturity which has clearly been a fundamental factor in human evolution and which derives its significance from the inescapable need of the human offspring for responsible support, control, direction, training, discipline, and instruction on the part of the adult. To assume that children can grow normally without

having this need met is to assume that natural laws can be transcended at the behest of human doctrinaires. Normal children crave direction and control.

2. The tenets of the theory imply that freedom is a gift. In the history of the race, true freedom—whether freedom from personal thralldom or freedom from fear, fraud, want, superstition, and error—true freedom has never been a gift but always a conquest. In one way or another each generation must make this conquest for itself if it would be truly free.
3. The tenets of the theory obviously lack virility. I do not mean that they are feminine; I mean rather that they are effeminate. They are weak in their very nature and enfeebling in their influence.

COMMISSIONER COOPER SAYS, "THE REAL LEADER SPEAKS IN TIMES OF ADVERSITY"

WE ARE TOO readily upset by conditions that surround us. For instance, when the American Council on Education took the initiative in arranging a conference of citizens in Washington, it appeared that the tax reduction group was going to have everything its way. When the publicity of the President's Conference on the Crisis in Education was published, there was a halt. Now that local conferences are getting in their work, education is winning. If local superintendents will now face the community with the facts about their schools, there will be a reaction. Americans have great faith in education. We must give them results that justify this faith.

But let us not talk about specific education. The chief difficulty with vocational education is that it is specific, and it emphasizes again the dollar value of schooling. John Dewey says, "The things which are socially fundamental, that is, which have to do with experiences in which the widest groups share, are the essentials. The things which represent the needs of specialized groups and technical pursuits are secondary." Some of us believe that vocational education will find its place after the general education of children has been completed, that this place is in the junior college. Let it go then until the child reaches this point in his educational career.

But for the education of all the children of all the people with special favors to none let us fight. "Education" says the President's Conference, "is a necessity not a luxury, since the growth of the child cannot be halted or postponed during an economic emergency. Therefore educational service should be accorded a high degree of priority in determining the purposes and services which shall be supported by the States during a depression."

Who then will take up the lead? It must be assumed in each community at once. Those who would have reputations to survive the grave must make them now. Living in an

age of prosperity is too easy and too simple. It will be recalled that Mann and Barnard began their work during the depression of 1837. The real leader speaks in times of adversity.

PRESIDENT GLENN FRANK WARNS AGAINST BOGUS ECONOMY

THE MORE DEEPLY we analyze the problem of public expenditures, the clearer it becomes that it simply is not the scientific, social, and educational services of the nation that are bending the American back. And yet, throughout the nation, we are trying to balance budgets by cutting the very heart out of the only things that make government a creative social agency. We slash scientific bureaus. We drastically shrink our support of social services. We hamstring our regulatory agencies. We fire visiting nurses. We starve libraries. We reduce hospital staffs. We squeeze education. And we call this economy. And actually think we are intelligent in calling it that. How the gods must be laughing at us! And how our grandchildren will damn us!

While we are bleeding white the only things that make government socially significant, we go gaily on with political and economic policies that are surely setting the stage for further wars and thus fastening securely upon us three-fourths or more of the existing federal budget. And state governments throughout the nation are committing the same blind sin. In our states we lay the ax at the root of the tree of all civilizing agencies evolved during the last half century and at the same time blandly tolerate the multitude of unnecessary and criminally wasteful forms of local government which, essential and unavoidable in the days of bottomless mud roads and the one-horse buggy, are indefensible in this day of good roads, automobiles, telephones, radio, and the varied new forces that have conquered both time and distance. We could balance the State Budget of Wisconsin and make unnecessary the surrender or starvation of a single socially significant service if we had the vision and courage to effect an intelligent reform of our system of local government. But to effect real economies of that sort is to call for a kind of thought and action we have yet to display.

The real issue confronting us is not economy versus extravagance. That question is well on its way to settlement. Leaders who foster extravagance will be broken. The issue is real economy versus bogus economy. The sword that hangs over education and all the other social and cultural enterprises of government is the danger of bogus economy.

In the achievement and administration of real economy every responsible schoolman must stand ready to cooperate with the leadership of community, state, and nation. If even one drop of water can be found in any educational stock, now is the time to dehydrate. If there is anywhere in our schools a service that has measurably outlived its usefulness,

now is the time to eliminate it. If there is anywhere anything that has been over-developed, any phase of our program that has been over-specialized, any over-coddling of the student where we might properly ask him to indulge in a little more self-education, now is the time to correct such errors. Now is the time to declare a moratorium on vested interests and vested ideas that may, in more normal times, have slowed down healthy processes of educational reconstruction.

But even so utterly sincere and statesman-like a facing of the challenge to real economy as I have suggested may leave the future of education seriously endangered throughout the nation. It will not be enough to foster real economy. Bogus economy must be fought. Not to save their own skins or to safeguard their salaries, but to discharge their responsibility to the American future, educators, once they have come with clean hands on the issue of real economy, must be willing to put their breasts to the guns in the battle against bogus economy.

There is under way a high-powered drive, national in scope and manned by able leaders who are determined drastically to slash the national bill for education at any cost. It is important, for all Americans who want to see the significance of education for the national future safeguarded, to understand the forces back of this drive. The more obvious forces back of this drive are, I think, three, viz.:

(1) The epidemic of fear that grips the nation as it watches its income fall lower and lower.

(2) The weakness of a taxation system that, in most places, puts an undue part of the tax load on real and personal property, and prompts millions of harrassed Americans to strike blindly out for relief without any too much discrimination about what they hit.

(3) Groups which have always been opposed to adequate support for education and are now taking advantage of the real necessity for economy and the epidemic of fear to achieve their niggardly and antisocial objective.

I suggest three broad lines along which I think educators are obliged to move if they are to discharge their responsibility to the future of community, state, and nation.

(1) Educators should see to it that the teaching profession and the public are put in possession of all the pertinent facts about any short-sighted and anti-social forces that may be operating in an uncritical drive against educational expenditures.

This is not to say, let me make sun clear, that educators should set themselves in opposition to sound economies. It is only to say that they must not permit, if they can prevent it, a blind assault on the enterprise of education by limited and anti-social interests bent upon taking advantage of the time to slash the heart out of education in the cold interest of their pocketbooks.

(2) Educators should meet an unfair propagandizing of the public with a wise educa-

tion of the public in the actual facts of the situation.

Thousands upon thousands of honest Americans, who have always been the friends of education, have been bewildered by propagandists during the last few months. There is, make no mistake about it, an organized drive of national scope to cut educational support below anything that even this difficult time requires. If the bewildered friends of education are not enlightened, the propagandists will be able to get away with a high-handed scuttling of the educational ship instead of buckling down to the unpopular task of fundamental governmental and economic re-

adjustments which, in cutting costs, might reduce the supply of pork.

(3) Educators should meet the situation with offense rather than merely defensive tactics.

I mean by this that now is the time of all times to go to the public with far-sighted educational programs the importance of which to the future of community, state, and nation can but be clear to sincere intelligence. To huddle defensively around services without a searching appeal is never justified. In a time of stress it is a kind of social treason. Now, if ever, is the time to make manifest to all the central significance of a creative education in the life of a great people.

The Teacher's Challenge

By Viola Brandt

HUMBOLDT, a German teacher, once said, "What you would have appear in the life of a nation you must put into its schools." Schools of the past have failed to develop character. The challenge comes to us as teachers and we must meet it with an open, understanding heart.

We drill and drill on the principles of percentage, the multiplication combinations and the rules of English and expect to develop character by a few moral principles stated in an entertaining manner during the opening exercises. We hope that the child will "catch" a little knowledge of character. The drills are very necessary but how much more essential is a well rounded character. Failure has come, not because of a lack of material, but because we would rather follow the path of least resistance.

Classroom instruction offers endless opportunities for the wide-awake teacher. The stories and poems outlined by the State Course of Study are rich in character building material. Any normal boy or girl is stirred by the change of character in Sir Launfal as he scornfully tosses the piece of gold to the leper and later as he learns that,

"Who gives himself with his alms feeds three,

Himself, his hungering neighbor, and Me."

No less appealing is the story of "The Golden Touch" with its great lesson that wealth and love of gold do not bring hap-

piness and the life abundant. Need we comment upon the character of the three brothers in "The King of the Golden River"? Every one admires the lad in the beautiful poem, "Somebody's Mother," who

"Paused beside her and whispered low,

I'll help you across if you wish to go."

Many beauties of nature would escape us were it not for the poet who catches them and gives them back to us in such masterpieces as "The Rhodora," "The Cloud," "Flower in the Crannied Wall," "The Daffodils," and "Trees." The boy or girl who can see God in nature will not have a desire to entertain in his mind evil thoughts.

History is equally as rich a field for development of moral life. Today history is not taught as a mere chronology of events—it is an attempt to show the present in the light of the past, an evolution of human motives and purposes.

A sermon lies in the stories of the lives of such men as Joseph, David, Moses, Alexander the Great, Charlemagne, and Alfred the Great. The ethical values are great as we study the sterling character of those people who braved dangers of unknown seas, and the cruelty of the Indians to establish principles for which they firmly stood. The Pilgrims of New England, the Catholics of Maryland and the Jesuits of the Mississippi are good examples.

No less valuable in this study is the story of Henry Clay. He was advised by a friend to abandon a course he was pursuing or he might not be president. He said, "I would rather be right than be president."

Picture study has a foremost place in this work. Even we, as teachers feel a strengthened character after studying some of our great pictures such as Millet "The Angelus," Corot "Spring," Raphael "The Sistine Madonna," and Watts "Sir Galahad." Tennyson and Sir Galahad say,

"My strength is as the strength of ten,
Because my heart is pure."

Nature study is a great store house of training. Wordsworth says:

"One impulse from a vernal wood,
May teach you more of man,
Of moral evil and of good,
Than all the sages can."

The pupils of the real teacher of character education through nature study will find,

"Tongues in trees, books in the running
brooks,
Sermons in stones and good in every-
thing."

If we fail to do our parts the child will be as Wordsworth said of Peter Bell,

"A primrose by a river's brim,
A yellow primrose was to him,
And it was nothing more."

The playground can be a cradle of democracy if the teacher seizes the wonderful opportunities afforded through the supervised play period. Psychology shows that the child reveals his real self in the play period. Will we continue to shirk our duties and follow the path of least resistance?

The most important factor of all is the teacher. The greatest lessons are taught by the radiating influence of one who has a well rounded moral life, one of whom her pupils could say in the words of the Master, "The truth, the light and the way."

ARMAGEDDON

When—

World Depression held a session
Of the Fears of all the years,
To consider where and whither
Learning tends and culture ends;
How to measure human treasure
By the need that prompts the deed;
Why the manger is in danger
Lest the child shall be defiled,
Why the lumping and slumping
Of the gold so sought and sold;
How distribute all the tribute
From the pit wit dug for it:

Then—

Armageddon came to deaden
Human grief and bring relief
To the workers, not the shirkers
With their millions and their billions,
Made the nations, rich in rations,
Cast the Fears from out their years,
Earn their living by the giving
Of the gold that hearts unfold,
As the greedy feed the needy
And the youth are taught the truth.

* * * *

Armageddon skies must redden,
And their rainbow afterglow
Through the tears of all the years,
Still the fearing with its cheering—
God wills it so,

We know.

—D. H. Cook.

Children's Erroneous Concepts of History

By Joseph C. Dewey

AS A PART OF a larger investigation carried on by the writer at the State University of Iowa during the school year 1931-1932 a study was made of the erroneous concepts of children. The question to be answered was: Do children really possess erroneous concepts of the words, phrases, and sentences that are found in current textbooks in American History?

This investigation was carried on the eighth grade level and the material used was selected from four current textbooks in American History for this grade.

Approximately 120 children were given reading selections to read. Immediately thereafter each child was given an oral interview by the writer for the purpose of determining just what the pupils understood by what they read. Each individual interview was recorded by the Iowa Oral Language Recording Machine which Betts¹ found to be ninety-nine per cent accurate in recording oral speech.

The following are selected errors made by children in their interpretation of the reading material:

1. Primitive (Since there were no matches in 1763 the most primitive way of starting a fire had to be used.)
 1. the only way
 2. easiest way
 3. the most important way
 4. best way they could think of
 5. the most used method
 6. the most common way
 7. usual way
 8. most dangerous way
 9. a new way
 10. most prominent way.
2. Shallow (There was a lamp also, called the Betty lamp, a small shallow basin with a projecting nose or spout.)
 1. Clean out inside, like a pumpkin
3. Aside from the fireplace (Aside from the fireplace the candle was the chief source of light.)
 1. The candle was sitting by it (the fireplace)
 2. Away from the fireplace
 3. Aside means better. The candle was better than the fireplace.
 4. Beside the fireplace—right close to it.

1. Betts, E. A., *An Experimental Appraisal of Certain Techniques for the Study of Oral Composition*, State University of Iowa, 1931.

5. Fireplace gave the most light in the room but away from it they had to use the candle.
6. In addition to the fireplace
7. Well, like this would be the fireplace, and over here to one side would be away from the fireplace—fire would be in one place and the candle would be sitting away from the fireplace on the table.
4. Scythe (The scythe—a simple, curved knife—was the tool used by the Eastern farmer, and it had been used by the rest of mankind for a thousand years.)
 1. Was the last and best machine they had for cutting grain.
5. Cradle (With the cradle he could cut a little more.)
 1. Had iron bars sitting on it
 2. Cradle had four or five knives on it
 3. Was like a baby's basket
 4. A cradle is a machine that cuts it (grain) down and piles it at the same time.
 5. was pulled by horses
6. Mankind (The scythe—a simple curved knife—was the tool used by the Eastern farmer, and it had been used by the rest of mankind for a thousand years.)
 1. Just the men
 2. All the men that had ever been on earth
 3. Ancestry, posterity
 4. People that work
7. Six-shooter (The first reaper was invented by Cyrus Hall McCormick in 1831 about the same time that Colt invented the six-shooter.)
 1. A rifle
 2. The first gun they had
8. Reaper (The first reaper was invented by Cyrus Hall McCormick in 1831 about the same time that Colt invented the six-shooter).
 1. Had a scythe and cradle on it
 2. Oh, it went and picked up the wheat that was laying on the ground.
 3. Reaper shocks it and cuts it and then stacks it up.
 4. Reaper scrapes up grain after it is cut.
9. Dismay (This opinion was received by the North with great dismay.)
 1. Angry
 2. Disagree
10. Irritation (The Dred Scott Decision shattered their hopes and was a great source of irritation.)
 1. Something you do in the field (Probably meant irrigation.)
11. Shattered (The Dred Scott Decision shattered their hopes and was a great source of irritation.)
 1. Frightened

2. Scattered around
12. Sue (The court decided that Scott, being a slave, was not an American citizen, and that he could not sue for his liberty.)
 1. pay a lot of money for his liberty
 2. get a lot of money
 3. demanded money
 4. to charge money
 5. fine
 6. arrest
 7. to try to get someone for doing something
13. Supreme Court (His case went to the Supreme Court and was argued by great lawyers with much learning.)
 1. Where a lot of lawyers are and a jury
 2. The Supreme Court makes laws
 3. It gives out indictments
 4. If you commit a crime its where they try you
 5. The Supreme Court was down South
 6. It is just like one of the two houses of Congress
 7. The Supreme Court is to enforce the laws.
 8. Anyone that is acquitted can go to the Supreme Court.
14. Congress (In the first place Congress had no power to levy taxes.)
 1. Congress is higher than the government.
 2. The president appoints Congress.
15. Levy (In the first place Congress had no power to levy taxes.)
 1. pay taxes
 2. collect taxes
 3. lower taxes
16. Requisitioned (Of the \$6,000,000 requisitioned between 1783 and 1788, only one-fifth was ever paid.)
 1. needed it
 2. wanted it
 3. borrowed
 4. all the money they had to pay

The above data brings out the point very strongly that these children did not have adequate or correct concepts of the words, phrases, and sentences that they read. Each child looked at what he read

from the background of his own experience, according to his mental set, and interpreted what he read on this basis. These facts seem to indicate that it is not justifiable to assume that all children react to any particular material in the same way. Each child seemed to make his own peculiar interpretation of the material read.

In view of these facts it appears to be the duty of the school in so far as it is possible to see to it that each child gets adequate concepts of the material that he is reading. For example historical material must be made more vivid and real to the child. For example in the case of the selection regarding colonial lighting, a Betty lamp could have been secured or made by the children so that they could actually see what it looked like rather than reading about it and thereby getting very inadequate or incorrect conceptions of it.

This study points strongly to the fact that very often children are merely verbalizing, that is simply reading their textbooks, memorizing the words, and giving these words back to the teacher with little or no understanding of what the words or sentences actually mean. The writer's plea is for more use of concrete materials in history, more careful explanation of all terms that may possibly be misinterpreted by students. The children who were studied in this investigation certainly could not have had any very satisfactory grasp of the material that they were reading. Even the simplest (to the teacher) words and sentences may be the ones that are misinterpreted by some students.

Andrew County's Purchasing Committee

By Cecil Jenkins

JUST NOW, school people are facing a very pressing problem and are looking everywhere for methods and devices for solving it. School administrators and government officials are being met with a constant clamor for a reduction of taxes. This problem is peculiarly acute to the school administrator and especially to the County Superintendent. Under the latter's jurisdiction are the schools ranging from the High School down to the one-room school of five or ten pupils. These districts are not tied together into one smooth running, efficient system. Instead it is a very loosely organized system of many units, each

unit a law unto itself. The people of these units wishing to economize, receive their tax receipts each year and they want to pare them down, with little thought of the services they are receiving. The school tax looks especially large to them. They have the idea that the schools are costing an unusual amount of money.

Every county and city superintendent, who is really working at his job, desires to economize but he wishes to economize without tearing down the efficiency of his school system, and without reducing the teachers' salaries below the point where good teachers can be

secured. In other words, he wants to keep the interests of the children first. Therefore, he is constantly on the lookout for a place to reduce the expenditures without lowering the efficiency. This kind of saving can be made by co-operation in the purchasing of supplies used in the schools.

Upon request of several superintendents, the writer attempts to show below, the savings effected by the Andrew County School Purchasing Committee and to give some idea of the workings of the plan.

By the use of a cooperative plan, the committee in Andrew County has made an actual saving in dollars and cents of \$1212.27, in the past eighteen months, besides a potential saving of much more, due to the fact that some dealers whose bids were not accepted, cut their retail prices to make them attractive to the boards. It is true, this savings is only a drop in the bucket, of school expenditures, but it must be remembered that it included only the smaller items of supplies used in the schools, and it must also be remembered that all districts did not purchase through the committee.

The Andrew County School Purchasing Committee was organized in the summer of 1931. The County Superintendent had conceived the idea two or more years before, from watching the activities of larger cities. From observations, it was noted that the larger city districts were able to purchase their supplies and fuel at a much lower figure than was the case in the smaller district. In many cases, it was noted that the large city district was able to purchase supplies at one-fourth to one-half the price paid by rural and town districts of the size represented in Andrew County. The County Superintendent thought if the schools could be allowed to purchase the supplies co-operatively, a saving could be made, and a standardized product could be secured for the make-shift products being used in many of the schools. Investigation was carried on as to some of the basic principles to be observed. It was found that a similar idea was being carried on in other places, even being compulsory in California.

What the Committee Is.

The Purchasing Committee is made up of seven members, six school board members from various boards of the county and the County Superintendent, who is secretary of the Committee.

It is the duty of this Board to decide upon the supplies to be handled by the Committee, to ask for bids and to let contracts to the best bidder on these supplies and to decide upon the policies of the committee in handling its business, said policies to be carried out by the secretary. The secretary is to make up an Order Blank to be sent to the various boards, to receive the orders from the boards, to order supplies from those companies whose bids were accepted, and to make an accurate accounting of all moneys handled through the Committee. In other words, he is the executive officer of the Committee. No profit is

charged on the supplies handled by the Committee.

In Andrew County, the authority for the organization of the Committee was given by the school board convention. The effects of the depression began to be felt in this county by the summer of 1931, so the writer thought the time was right for launching the project. On July 10, 1931, when farm prices were sliding down, the idea of a Purchasing Committee was presented to a meeting of the school board convention and explained to the members present, in some detail. The board members assembled were somewhat skeptical of the idea but after the matter was discussed by various members, both pro and con, the convention voted to give the County Superintendent power to appoint a board of six members to work with him as a purchasing Committee. The County Superintendent accepted this responsibility and appointed six men, presidents and secretaries of school boards in various sections of the county. The men were appointed so that all parts of the county were represented.

A few days later, this board met and organized with one of the school board members as chairman and the County Superintendent was made permanent secretary. Some of the members of the Committee were skeptical but were willing to give the plan a trial. It was decided at this meeting to experiment with only a small number of items the first year to see how the idea would work. The following items were offered: Flag Poles, Flags, Paper Towels, Floor Oil, Liquid Soap, and Sweeping Compound.

Since this was a new project, it was hard to get a satisfactory estimate of the amount of supplies to be asked for in the bids so only general information was given, i. e., "The Committee is asking for bids on the articles named below. Because, at this time, the exact amount needed is not known. Bids are being asked for in small and large lots. Said bids to be in the hands of the County Superintendent not later than July 29, 1931. Each bid to be accompanied by a sample or complete and full description of the article."

It was thought best for evident reasons to ask for bids from local dealers and from school supply companies. Bids were asked for by letter. The home county dealers were to be given preference only if their prices were the same or approximately the same as outside companies on the same quality of material.

On July 31, the Committee again met and accepted bids. An Order Blank was prepared and sent to all secretaries and presidents of the school boards with a complete description of each article offered. The Committee decided that boards be asked to pay cash upon delivery for the supplies (thirty days from date to be the same as cash), unless other arrangements were made with the secretary of the Committee. These instructions were put on the Order Blanks.

At the next Annual School Board Convention in March, 1932, an itemized report of the

business transacted by the Committee to March 1, was given. This was done in accordance with the principle that the work of the Committee should be reported back to the authorizing agent. Another reason was to let all boards know the saving being effected.

Below is given a copy of the itemized statement of the secretary of the Committee on June 30, 1932, to the members of the Committee, of the business done during that school year, July 1, 1931, to June 30, 1932.

FINANCIAL REPORT

Summary

During the year, 48 of the 72 districts of the County purchased supplies through the Committee, amounting to \$576.03. If these supplies had been purchased by each district separately, at retail prices, it would have cost them 757.45. This Committee represented, therefore, a saving of 181.40 or approximately 25%.

The table given below shows the supplies purchased through the Purchasing Committee, the cost of the article through the Committee, the total cost if purchased at retail prices, and the approximate savings on each article. This table was figured on business from July 15, 1931, to June 30, 1932.

No.	Article	Cost each thru Com.	Total	Est. retail cost each in single lots	Total	Savings thru Pur. Com.
83	boxes Hygieia Chalk -----	\$ 0.46	\$ 38.18	\$0.70	\$ 58.10	\$ 19.92
10	boxes Old Dovercliff Chalk -----	42.	4.20	.65	5.50	2.30
40	Gal. Semdac Floor Oil -----	.97	38.80	1.08	43.20	4.40
29	Flags -----	1.57	45.56	1.77	51.36	5.80
19	gal. Liquid Soap -----	.65	12.35	1.50	28.50	16.15
2	gal. Hillyard Soap & Dispensers -----	2.00	4.00	2.00	4.00	----
25	100 lb. Drums Sw. Comp. -----	1.85	46.25	1.50	3.00	3.00
3	200 lb. Drums Sw. Comp. -----	3.60	10.80	2.50	62.50	16.25
1	300 lb. Drum Sw. Comp. -----	5.20	5.20	5.00	15.00	4.20
9	14 ft. wooden Flag Poles -----	2.96	26.57	7.50	7.50	2.30
19	20 ft. Steel Flag Poles -----	9.50	180.50	4.00	36.00	9.43
5	15 ft. Steel Flag Poles -----	7.25	36.25	12.50	257.50	77.00
2	gal. Hillyard Floor Oil -----	2.00	4.00	10.00	50.00	13.75
2	25 ft. Steel Flag Poles -----	13.30	26.60	2.00	4.00	----
22	Cartons Paper Towels -----	4.25	93.50	18.50	37.00	10.40
	Other Articles -----		3.29	5.00	110.00	16.50*
						37.00**
			576.03		757.45	181.40

* A saving of \$16.50 if all had purchased in carton lots.

** A saving of at least twice that much as most of the schools purchased in less than carton lots, which would be at a higher rate per roll.

At its first meeting, the Committee considered the handling of textbooks through the Committee for the free textbook districts, but this item was left out the first year. Early in the year 1932 the Committee began making plans to have the textbooks purchased through the Committee. This was deemed as especially advisable since about one-half of the textbooks of the county were changed in the county adoptions in 1932. The Committee considered three plans of handling textbooks as follows: Plan No. 1, to purchase direct from the publishing companies upon order from the local district, having them delivered at the County

Superintendent's office and charge the local districts the net price plus postage, the County Superintendent (secretary of the Committee) to distribute the books to representatives of the districts. Plan No. 2, to order the books for the districts and have them come directly to the district clerk, the clerk paying directly to the publishing company, the net price plus postage. Plan No. 3, to place the orders through a local dealer upon order from the local districts and allow said dealer a stated commission, the local dealer to store the books at the store and districts to call there for the books.

Plan No. 3 was accepted. Arrangements were made with the local dealer to handle the textbooks for ten per cent of the wholesale price. In the contract with the dealer, the Committee agreed to take all textbooks ordered, to make payment within thirty days of delivery by either cash or a post-dated warrant. Said warrant to be made out by the district clerk directly to the dealer who was to hold the warrant. Warrants payable at once could be made out either to the Committee or to the dealer. The district boards called for the books at the store of the dealer. A representative of the district was asked to check the books received, with the delivery

order and duplicate copies of the delivery order were kept by the dealer and the representative of the district.

A clause was placed in the contract that if books were ordered later in smaller quantities, the dealer was given the right to furnish the books for the commission stated above. If the dealer did not have the books on hand, and did not care to make a new order, the Committees could order direct from the companies.

Only districts were allowed to purchase books through the Committee. Individuals were not allowed to order at this price. Dealers sold to them at retail prices.

All but six of the fifty-two free textbook districts of the county ordered their textbooks through the Committee and one other board purchased books out of its Incidental Fund. Up to December 15, 1932, 5714 books were ordered through the local dealer by the Committee, at a total cost of \$3907.65, and 494 textbooks were ordered direct from the companies, at a cost of \$335.78. If these books had been purchased at retail prices, as most of them would have been, the total cost would have been \$5174.92. On this item alone, a saving of \$931.49, or 18% was effected.

About the middle of July, the Committee asked for bids on other supplies for the year 1932-33. Below is given a copy of the list of supplies on which bids were asked, with quantities needed and instructions for making the bid.

Articles upon which bids are to be presented, before August 10, 1932.

Flags:

3' x 5', cotton or wool bunting; lots of 10, 25, 50, 100.

Paper Towels:

Roll Towels; lots of 25, 50, 100 cases.

Floor Oil:

Lots of 25 gallon, 50 gallon or more. To be shipped in 1, 3, or 5 gallon containers, shipped to one address.

Liquid Soap:

Lots of 10 gallon, 25 gallon, 50 gallon. To be shipped in 1, 3, or 5 gallon containers, shipped to one address.

Chalk:

A good grade, dustless chalk, 1 gross per box, Lot of 2 cases, 5 cases, 10 cases.

Sweeping Compound:

Lots of 100 lb., 500 lb., 5000 lb., 10,000 lb. To be shipped in 100 lb. containers, shipped to one address.

Pencil Sharpeners:

Lots of 6, 12, 25.

Brushes and Brooms:

Brushes, 12 in., 24 in., lots of 10, 25, 50.

Brooms, lots of 10, 25, 50.

Blackboard Erasers:

Lots of 12, 25, 100.

Construction Paper:

Assorted colors.

Drawing Paper:

Instructions which accompanied bids:

"The Andrew County School Purchasing Committee, a co-operative purchasing agency, has been organized for the purchasing of supplies used by the schools of the county.

"The Committee is, at this time, asking for bids on the articles given above. Because the Committee does not know at this time, the exact amounts needed, bids are being asked for in small and large lots. Said bids are to be in the hands of the County Superintendent of Schools, who is secretary of the Committee, not later than August 10, 1932, at 2:00 P. M.

"Prices quoted in the bids are for the year beginning July 1, 1932, and ending June 30, 1933. Most supplies will probably be ordered

before school opens in September, but there will possibly be orders during the year. If the initial order falls within any particular price bid, for instance, 50 boxes of chalk, then any subsequent order for less than that quantity, if only one box, the unit price will be the one quoted on the 50 box order. Of course, any later order larger than the initial order, will be paid for at the price quoted.

"The Committee reserves the right to reject any or all bids, furthermore, to accept the bid which seems to be the best bid, which may or may not be the lowest bid offered.

"Prices are to be quoted F. O. B. Savannah, Missouri.

"Each bid is to be accompanied by a sample or a complete description of the article.

"The Committee further reserves the right to accept the bid on one article from a company's bid, and reject the bids on other articles in the complete bid."

In August, the bids were let and a contract or agreement was drawn up with each company whose bid was accepted, in accordance with the instructions on the bid.

The following financial statement indicates the amount of business carried on by the Committee from July 1, 1932, to December 15, 1932.

**FINANCIAL STATEMENT
Summary**

From July 1, 1932, to December 15, 1932, 61 of the 72 districts of the county, purchased textbooks and supplies through the Purchasing Committee amounting to -----\$4,498.15
If these supplies had been purchased by each district separately, at retail prices, they would have cost ----- 5,529.02
This Committee represents an actual saving of ----- 1,030.87

or a saving of 18.66%.

Saving on textbooks alone 18%

Saving on other supplies 28%

The table on opposite page shows the supplies purchased through the Purchasing Committee, the cost of the article through the committee, the total cost if purchased at retail prices, and the approximate savings on each article. This table is figured on business from July 1, 1932, to December 15, 1932.

All the business of the Committee is handled through the office of the County Superintendent. Order Blanks and circular letters are mimeographed in the office, on office stationery and the postage required for handling this business is paid for by the county as regular office postage. A ledger is kept in the office and a separate account is kept with each district and with each company from which the supplies are purchased. The money handled by the Committee is deposited in the County Superintendent's account in the local bank, along with other moneys handled by the County Superintendent's office. This account is entirely separate from the County Superintendent's own personal account, and like all moneys of the office, is protected by the

No.	Article	Cost each thru Com.	Total	Estimated Retail Cost in Single Lots		Savings thru Purchasing Committee
				Each	Total	
5714	Textbooks from Mrs. Limerick -		\$3,907.65		\$4,765.43	\$ 857.78
494	Textbooks from companies ----		335.78		409.49	73.71
63	boxes Chalk -----	\$0.49	30.87	.75	47.25	16.38
24	cartons Paper Towels -----	4.15	99.60	5.00	120.00	20.40
35	gallon Semdac Floor Oil -----	.93	32.55	1.25	43.75	11.20
8	gallon Liquid Soap -----	.95	7.60	1.25	10.00	2.40
21	drums Sweeping Compound ----	1.60	33.60	2.25	47.25	13.65
2	K. S. Pencil Sharpeners -----	.90	1.80	1.50	3.00	1.20
2	L. Pencil Sharpeners -----	.60	1.20	1.00	2.00	.80
3	Clamps for Sharpeners -----	.20	.60	.30	.90	.30
4½	doz. Erasers, per doz. -----	1.15		doz. 2.00		
	each -----	.10	5.25	ea. .20	9.00	3.75
5	gallon Liquid Soap—36% -----	.65	3.25	1.50	7.50	4.25
13	Brooms -----	.40	5.20	.50	6.50	1.30
33	packages Construction Paper ---	.11½	3.80	.30	9.90	6.10
11	ream Cream Drawing Paper ----	.45	4.95	.80	8.80	3.85
5	ream Gray Manilla Dr. Paper --	.45	2.25	.80	4.00	1.75
6	ream White Drawing Paper ----	.60	3.60	1.00	6.00	2.40
6	Flags -----	1.25	7.50	1.60	9.60	2.10
3	School Registers-----	1.85	5.55	3.50	10.50	4.95
4	Floor Brushes -----	1.35	5.40	2.00	8.00	2.60
1	gallon Paraffine Oil -----		.15		.15	
			4,498.15		5,529.02	1,030.87

County Superintendent's bond. All bills are paid for by the secretary drawn upon this account and signed by the County Superintendent (secretary of the Committee).

All small items such as chalk, erasers, towels, flags and paper, are delivered to the school-

house by the County Superintendent. The board is asked to come to Savannah for the soap, floor oil and sweeping compound.

A stenographer is employed by the county, for the office of the County Superintendent for ten months of the year, and she does much of

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on the **AND** color and
unit plan **LINGLEY** interest
HISTORY
SERIES

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Kelty: Growth of the American People and Nation, \$1.32.

Vollintine: The Old-World Beginnings of America, \$1.00.

Tryon - Lingley - Morehouse: The American Nation Yesterday and Today, \$1.72.



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the clerical work necessary for carrying on this work. It had been the policy of the County Court to furnish a stenographer to the office before the Committee was organized, so this work did not call for added expense.

By handling the Purchasing Committee in connection with the County Superintendent's office, the overhead expense is saved, so that all the districts pay for is just the supplies. The work has taken quite a little extra time but the savings have been well worth the time.

At the present time, no written by-laws have been drawn by the Committee other than the rules adopted by them and listed in the minutes of their meetings. The present Committee has served for almost two years and the schoolboard convention will probably be asked this spring, to elect new members to the Committee. It will be suggested to the schoolboard convention, to insure all parts of the county being represented, that in electing members to the Committee, the plan for electing the Districting Board be followed. Each new member to be elected for a two year term, one-half of them being elected each year. At the present time, the Committee represents the county in accordance with the general plan of the Districting Board, three of them being from each of the county judicial districts, each one coming from a separate township. The Committee has considered in the past, the possibility of adding more supplies, another year, such items as paint, coal, and some other small items. It is very probable that all of the present items, including textbooks, will be handled again through the Committee. Bids, however, will be let sooner this year so as to take advantage of the lower prices prevailing in the early summer months.

So far, most of the districts, ordering through the Committee have been rural districts and only one or two of the High School districts have ordered. If all the districts in

the county, including the High School districts, would signify early in the spring, their intention of ordering through the Committee, more accurate data could be used in asking for bids and a better bid could probably be obtained. Further, if all districts of the county would make use of the plan, better prices could be secured, because the numbers of each item used, would be three or four times the amount used now. And if all these districts would make their orders for supplies expected to be used during the year, in July and August so the initial order would be large, a still better price could be secured because of the large order, and because of the fact that some companies will not make a good bid due to some small orders coming in throughout the year, making the transportation cost excessive.

Indications are that the plan is growing in this county and it is hoped that the conditions above noted will be met in the next year or so. In fact, more of the High School districts have indicated they would purchase through the Committee next year.

As with all new plans projected, many of the people are skeptical of it yet, and some even think the board members are getting a commission or rake-off, in spite of the financial statements to the contrary. And as is always the case again, there are some dealers who refuse to make a bid, yet try to knock the supplies handled. The Committee has adopted the policy of handling only good quality merchandise, believing that to be the cheaper in the long run.

In spite of these draw-backs, the writer is convinced that the plan will work, and will save the taxpayers money in a legitimate way, without cutting efficiency, so long as the Committee and County Superintendent adheres to the policy of common honesty and fair and square dealing, and so long as the good quality supplies are handled.

The Day of the Americas

Spanish Committee, Modern Lang. Assn. of Mo.

SINCE 1930 the 14th of April has been designated by the government of our country as Pan-American Day, when all the nation, and especially the schools, may call to mind the close and friendly relations which necessarily exist between our country and the other nations of this continent. On the same date, schools in other republics of America also have celebrated Pan-American Day and will do so this year.

It is fitting that teachers in Missouri schools choose April 14th or some day close to that date to give special attention to the Latin American Republics either in class or in a special assembly of the whole school.

To assist those groups that may be planning an observance of Pan-American Day, the Pan-American Union has prepared brief memoranda on various phases of inter-American relations which may contain suggestions

or may serve as the basis of papers or addresses appropriate to the occasion. These memoranda are on the following topics:

1. **Pan-American Day—Its Origin and Significance.** A brief statement on the inception of the Day, its purpose and meaning.

2. **Cultural Ties between the American Republics.** The increase in educational contacts on both school and college level, and in inter-American relationships in the fields of art and science.

3. **International Cooperation on the American Continent.** Historical Evolution of the system of International conferences.

4. **Contribution of the American Republics to International Law.** Advanced stands on important principles of international law assumed by the American Republics; their contributions to the growth of international law.

5. **Pan-Americanism—Its Meaning and Sig-**

nificance (1). Opinions expressed by statesmen of the American Republics.

6. **Pan-Americanism—Its Meaning and Significance** (2) Opinions expressed by present day intellectual, industrial and commercial leaders of the United States.

7. **Commercial Interdependence of the American Republics.** The importance of the trade relations between the United States and Latin America, and the reciprocal basis of this trade.

8. **Latin American attractions for the Tourist.** The natural wonders that Latin America offers the tourist, and the importance of personal contact in the promotion of better international relations.

Requests for any of the foregoing should be addressed to

Pan-American Union,
Washington, D. C.

A number of schools in the state have already begun to make plans for celebration, and it is expected that the observance of Pan-American Day will be general throughout the state of Missouri this year.

The Spanish Committee of the Modern Language Association of Missouri suggests that this year, where it is feasible, several schools of a district or of a town meet together for a Latin American Fiesta, each school presenting a poem, a song or dance representing some Latin American country, or a short speech on some phase of life in the Latin Americas. Short plays or sketches might be used also upon such an occasion. The various "stunts" can be woven together by dialogue composed by the director of the Fiesta and acted by the pupils.

Spanish Committee, Modern Language
Association of Missouri,

Elizabeth Callaway
Samuel N. Baker
Marian C. Comfort
Stephen L. Pitcher
L. Dale Pigg
Elizabeth Taylor
Florence Compton.

A P-T. A. THAT HELPS WORTHY PEOPLE

By Mrs. Arthur L. Stone, Chairman.

THE MONROE PARENT-TEACHER ASSOCIATION SCHOLARSHIP FUND was created in November, 1917. At that time many children were being taken from school, and a National "back-to-school" movement was inaugurated. Dr. John Withers, who was then superintendent of the St. Louis Public Schools appeared before the St. Louis Council of the National Congress of Parents and Teachers, of which the Monroe unit is a part, at a meeting early in the fall of 1917, and asked their co-operation in forming a fund to help keep children in school. This fund as planned would be used to assist families financially, so that the children might continue in school. In a short time this fund became a reality, and is still functioning under the name of "The St. Louis Parent-Teacher Scholarship Foundation."

In November the Monroe Parent-Teacher Association was informed by the Attendance Officer of the Board of Education that a boy attending Monroe School, who was only 13 years of age had applied for a work permit, as it was absolutely impossible for his mother, a widow with two younger children to support, to keep him in school. On investigation, the worthiness of the family being apparent, the Monroe Parent-Teacher Association assumed the responsibility of keeping him in school. Each week the mother of the boy was paid three dollars, which, with the mother's wages, and small amounts the boy was able to earn doing odd jobs after school, helped the family budget to such an extent that the boy was able to complete the eighth grade, which he did with a good grade. After graduation he was employed in one of the large department stores in St. Louis and has proven well worth the efforts expended by the Association.

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DYNAMIC BIOLOGY

By Lewis Mills, Arthur O. Baker, and William L. Connor

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Position.....

The next year another boy was brought to the attention of the Association, and the same plan was used. Since that time, nine children have been helped through the eighth grade, and in one case, help was started for one of the children, while still in the seventh grade.

The children recommended for the scholarship have been brought to the attention of the Association either by the Principal of the Monroe School, or the St. Louis Provident Association. One point emphasized in the work is that the identity of the child receiving this aid is never made public. The Scholarship Chairman and the president of the Association do the investigating, reporting back to the unit, but withholding name, address, and such particulars as might identify the child. If this committee recommends that the Scholarship, as it is called, be given, the members gladly adopt their recommendation, and are always ready to assist in whatever plans are made for raising necessary funds.

Besides taking care of the needy children of the Monroe School, the Scholarship Fund has provided either a whole year's scholarship \$120.00, or a half-year's scholarship of \$60.00 for the St. Louis Parent-Teacher Scholarship Foundation, which uses the same plan of providing three dollars weekly to needy children in various schools in the city. The Fund also covers a small donation made annually to the Caroline B. Ullmann Student Loan Fund, a

project of the Missouri Congress of Parents and Teachers.

SUPERINTENDENT WATSON RECEIVES MEDAL FOR BRAVERY

Superintendent R. H. Watson of the King City schools has received from the War Department a silver star citation medal for meritorious services in action in the World War. His citation for meritorious services was in connection with the Aisne-Marne and Muese-Argonne offensives and this medal was received shortly after the close of the War. The citation medal recently received has been created by the War Department only recently. Superintendent Watson was one of the several American soldiers credited with the capture of 547 German soldiers in an old stone quarry on the opening day of the Aisne-Marne drive. The quarry was besieged about eight hours before the Germans surrendered. Many Americans were killed in the eight hour battle before the Germans extended a white flag on a long pole from the opening of the cave in the quarry. Mr. Watson has also been notified that he is to be awarded soon the Purple Heart medal by reason of his having been twice wounded in action. In the correspondence with the War Department regarding the Purple Heart medal, Mr. Watson submitted a list of nine other veterans in the community of King City who are eligible to receive this award.

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N. E. A. PRESIDENT URGES SUPPORT OF P. T. A.

Principals and teachers are urged to "support the parent-teacher movement, local, state, and national," in an article by Joseph Rosier, President of the National Education Association, in the February issue of the Journal of the N. E. A.

Describing the parent-teacher association as "our best hope for effective support of public education," Mr. Rosier writes:

"In this critical period for education and for the nation, the parent-teacher associations throughout the United States have performed an invaluable service. They have stood by the schools faithfully and intelligently.

"These state and local parent-teacher associations are banded together in one great organization—the National Congress of Parents and Teachers. It is a tower of strength in the educational field because it consists of more than a million and a half of the people whose children are in school and who are therefore vitally interested in education.

"I urge the support of the state and National Congress because the local parent-teacher associations are in a large measure dependent upon these agencies for an adequate

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HONORED.

Clark Aulsbury, Teachers College graduate at Cape Girardeau, an instructor at Plainview, Ark., has recently been selected as one of seven master teachers of the state of Arkansas. The first-ranking teacher will be chosen from the seven. Aulsbury is a son-in-law of Prof. John H. Gehrs of Cape Girardeau, and is a son of Prof. H. M. Aulsbury of Campbell.

W. E. ROSENSTENGLE RE-EMPLOYED

The Board of Education has re-employed Supt. W. E. Rosenstengle for a two year term as head of the schools at Columbia. Supt. Rosenstengle is serving his first year at Columbia.

ST. JOSEPH BOARD BREAKS A BAD

Supt. F. H. Barbee was last month reelected superintendent of the schools of St. Joseph for a two year term. Thus St. Joseph has broken what threatened to be an established habit. Four years began to look like the limit of tenure allowed a superintendent. Superintendent Barbee merits felicitation and the board is worthy of commendation and the more because all this change has come in spite of a building program of more than \$2,000,000 which was recently concluded by the finishing of a beautiful Central High School.

PER CAPITA COST OF PUBLIC EDUCATION DROPS 22 PER CENT

How schools are cooperating in reducing costs of public education is disclosed in reports reaching the Office of Education, U. S. Department of the Interior.

Estimates based on data supplied for a special 1932-33 study indicate that the cost of education per child per day in school has been cut 14 cents since 1929-30. This means a decrease in per capita costs of 22 per cent in three years.

In 1930 the average cost per child per day of educating a child in the public elementary and high schools was 62.8 cents. In 1933 it is estimated the figure will be 48.7 cents. Federal Office of Education statisticians have reason to believe that when final data are in, the resultant average may be even less than 48.7 cents.

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Of the 62.8 cents spent daily in 1930 on each child, 12.6 cents went into new buildings and equipment and other improvements. Only 50.2 cents went into current expense, that is, teachers' salaries, books, coal, repairs, etc.

Of the 48.7 cents being spent each day this year, 4 cents go into buildings and improvements; 44.7 cents into salaries, supplies and other current expense.

Comparison of data for other years shows that the decrease in 1933 is carrying per capita costs for public education to a level lower than any year since 1922. The average daily

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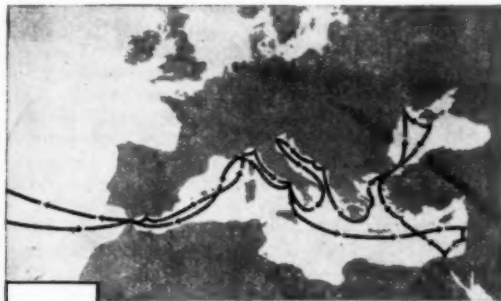
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cost of educating a child in 1922 was 51.1; in 1920 it was 38.9 cents per child.

The comparative figures do not disclose the full extent of public education's reduction in costs. The figures do not take into consideration the increased proportion of high school pupils in the public school population. Since high school pupils cost about twice as much to educate as elementary school children, any change in the proportion has a profound effect on the expense of the school's undertaking.

In 1920, when the average per capita cost of public education was 38.9 cents, only 10 per cent of the school enrollments were high school pupils. In 1930 this proportion had risen to 17 per cent, and it is undoubtedly higher now—perhaps twice as high as it was in 1920.

This means that while the per capita cost for 1933 (48.7 cents) is 10 cents more than for 1920 (38.9) part of this increase is due to the greater percentage of high school pupils in the schools.

Cost in Cents Per Day in School Per Pupil in Average Daily Attendance
(For Public Elementary and Secondary Education)

Item	1920	1930	Estimate 1933
Current expense	33.0	50.2	44.7
Capital outlay	5.9	12.6	4.0
Total	38.9	62.8	48.7

(P. N. 69139)

THE CRISIS IN EDUCATION

A very vivid indication of the present crisis in education is contained in a letter just received by D. Appleton and Company, the book publishers. The letter is from a high-school teacher in an Ohio city and reads as follows: "I like the book ('Living in Our Homes' in the new Friends and Shultz 'Junior Home Economics' series) very much—so much that I want to buy a set to use in the seventh and eighth grade classes. I wish to have a dozen of these books sent C. O. D. to me. I understand the price to be \$1.10. I am paying for these books myself because there is no possibility of the School Board doing so this year."

H. R. Deiterich, principal State Teachers College at Maryville, has several copies of the M. S. T. A. Code of Professional Standards and Ethics framed and placed about the building. Teachers and prospective teachers should, he thinks become familiar with the tenets of this code.

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1933

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Classwork begins	7 A. M. Tuesday, June 13.
Independence Day, Holiday	Tuesday, July 4.
Summer Session Men's and Women's Dinner	Thursday, July 6.
Baccalaureate Service	Sunday, July 30.
Class Work Closes	4 P. M. Friday, August 4.
Commencement	8 P. M. Friday, August 4.

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